

COACHING TOOLS

# 20-minute high-impact survey



COMMUNITY BUILDING

*Time on task*

MINUTES	STUDENTS	ON TASK	% ON TASK
<b>:10</b>			
<b>:20</b>			

*Ratio of Interactions*

REINFORCING	CORRECTING

*Expectations*

CLEARLY POSTED OR STATED

YES       NO

*Respect*

SHOWN TOWARD TEACHER AND OTHER STUDENTS

YES       NO

INSTRUCTION

Check which of the following teaching practices were present and record the number of minutes for each:

CHECK	PRACTICE/ACTIVITY	MINUTES	CHECK	PRACTICE/ACTIVITY	MINUTES
	Beginning routine			Transition time	
	Stories			Quizzes	
	Thinking prompts				
	Cooperative learning				
	Experiential learning				
	Labs				
	Seat work				
	Direct instruction				

*Kinds of questions*

OPEN	CLOSED

*Levels of questions*

KNOWLEDGE	SKILL	BIG IDEA

CONTENT PLAN

	YES	NO
Teacher explains what will be learned/taught today		
Teacher explains why the day's learning is important		
Teacher explains what students need to do		
Teacher explains how lesson fits into a larger unit plan		
There is evidence teacher has a plan for the unit		

ASSESSMENT FOR LEARNING

	YES	NO
Teacher uses informal assessment at least twice		
All students respond to informal assessments		

When you are gathering time-on-task data, you are taking a snapshot of student behavior at the moment you look at the student. Your observation is a sample of that moment, and it should reflect exactly what you see only at the moment of observation.

More than anything else, “time on task” means that students are engaged in the learning activity proposed for them by the teacher. Thus, if the teacher is asking students to write a paragraph, students who are on task (doing the task given them) are writing the paragraph. If the teacher is leading classroom discussion, the student should be listening or asking questions or responding to questions. As a general rule, a teacher’s goal should be 90% time on task or higher.

### **What It Looks Like**

Time on task may include some of the following student behaviors:

- Doing the assigned task, which could include (but is by no means limited to)
  - Conducting an experiment
  - Reading
  - Working on a cooperative learning project
  - Writing in their notebook, engaging in classroom debate
  - Completing a learning sheet
- Making eye contact with the teacher or other students engaged in the assigned learning
- Responding verbally and nonverbally to teacher prompts, which could include (but is by no means limited to)
  - Smiling
  - Doing assigned tasks
  - Asking questions
  - Engaging in hands-on activities
  - Taking out materials needed to work on a task

### **What It Doesn’t Look Like**

Time on task usually does not include some of the following student behaviors:

- Doing something other than the assigned task, such as
  - Sleeping
  - Not taking out materials
  - Texting
  - Engaging in side conversations
  - Reading unassigned reading material
  - Touching or bothering other students

**Resource** Attributes of Effective Thinking Prompts Checklist

<i>An effective thinking prompt is . . .</i>	✓
<b>Provocative.</b> People cannot wait to talk about it.	
<b>Complex.</b> There are many different ways to interpret it.	
<b>Personally Relevant.</b> It speaks directly to individuals.	
<b>Positive.</b> It fosters learner-friendly emotions.	
<b>Concise.</b> It's not too long to view or experience.	

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**Figure 2.1** How to Create Great Guiding Questions

	✓
Address the standards.	
Identify the knowledge students need to learn.	
Identify the skills students need to learn.	
Identify the big ideas students need to learn.	
Choose meaningful or important topics.	
Choose personally relevant topics.	
Use the most appropriate words.	
Keep language easy to understand.	
Prompt students to use learning strategies.	
Prompt students to use technology.	
Prompt students to use communication skills.	

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**Figure 3.2** Specific Proficiency Checklist

<i>The specific proficiency is . . .</i>	✓
Targeted: . . . a partial answer to a guiding question.	
Focused: . . . contains one idea.	
Complete: . . . written as a complete sentence.	
Short: . . . as concise as possible.	
Accessible: . . . easily understood by students.	
Comprehensive: . . . in combination with all other specific proficiencies, represents a complete answer to the question.	

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**Figure 3.3** Proficiency Assessment Form

1. Guiding Question	
2. Specific Proficiency	3. Assessment

**Figure 3.4** Quality Assessment Checklist

<i>The informal assessment . . .</i>	✓
Clearly tells students how well they are performing.	
Clearly tells teachers how well all students are performing.	
Is easy to use.	
Takes little time to implement.	

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**Figure 3.6** Checklist for Using Assessments Effectively

<i>Use assessments effectively to . . .</i>	✓
Ensure that all students respond.	
Develop a group response ritual.	
Ask students to explain their responses.	
Use effective questioning techniques.	
Reinforce students as they respond.	
Read nonverbal cues.	
Create a mistake-friendly culture.	
Consider giving students progress charts.	

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**Figure 3.8** I Do It, We Do It, You Do It

<i>I Do It</i>	✓
Review prior learning.	
Explain why today's learning is important.	
Tell students what they need to do.	
Think out loud.	
Problem solve.	
Attack the challenge in different ways.	
Address categories of error that arose in the previous day's work.	

<i>We Do It</i>	✓
Ask the students how to do what they are learning.	
Call on several students to explain how to do the task being learned.	
Ask students to explain their thinking.	
Shape students' responses (connect and redirect).	
Encourage students with praise for effort.	
Assess student understanding (perhaps with a quick assessment like response cards).	
Reteach if necessary.	

<i>You Do It</i>	✓
Let students perform independently.	
Give brief constructive feedback.	
Give feedback on the fly.	
Identify categories of error if students haven't mastered the learning.	
Plan how to address the categories of error in the next lesson.	

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**Figure 4.13** Sample Linking Words

through	including	by analyzing
defined by	grounded in	caused by
by being	by creating	organized by
leading to	involving	by always
based on	embodied in	developed by

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**Figure 4.14** Quality Map Checklist

<i>A quality map . . .</i>	✓
Answers all the guiding questions	
Has a starting map with only the core idea, paraphrase, and subtopics	
Has a complete ending map on no more than one page	
Shows connections through line labels	
Is organized in the sequence of the learning in the unit	

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**Figure 4.17** Introducing the Learning Map and Guiding Questions

<i>Teaching Behavior</i>	<i>Yes or No</i>
The teacher takes 25 to 45 minutes to thoroughly introduce the unit.	
Students complete their personal map in their own handwriting (at least partially).	
The teacher co-constructs the map with students.	
The teacher provides many opportunities for students to respond to learning so that learning is highly interactive.	
Students store their map in a place where it will be easy for them to retrieve it.	

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**Figure 4.21** Daily Use of the Learning Map and Guiding Questions

<i>Teaching Behavior</i>	<i>Yes or No</i>
Students have their map open on their desk when the bell rings to start the class.	
Class begins with a review of the content covered up until the current point in the unit.	
The learning map is used to introduce the day's lesson.	
Students record new content learned on the learning map.	
Each day ends with a review of the material depicted on the learning map.	

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**Figure 6.9** Question Chart

<i>Question</i>	<i>Type</i>	<i>Kind</i>	<i>Level</i>

**Type:** Right or Wrong, Opinion

**Kind:** Closed-ended, Open-ended

**Level:** Know, Understand, Do

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**Figure 7.3** Effective Stories

<i>Effective stories are . . .</i>	✓	<i>Comments</i>
<b>Not Lame.</b> Is the story of interest to students or just the teacher?		
<b>Concise.</b> Cut out every word that you can. Shorter stories are more powerful.		
<b>Vivid.</b> Have you included enough details to paint a rich picture?		
<b>Emotional.</b> Will the story touch students' hearts?		
<b>Surprising.</b> Can you make the story more effective by including a surprise ending?		
<b>Humble.</b> Stories that celebrate a teacher's successes can be off-putting to students.		

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**Figure 7.4** How to Tell a Story

<i>Well-told stories are . . .</i>	✓	<i>Comments</i>
Planned ahead of time		
Spontaneous		
Conversational		
Simple		
Short		
Appropriately paced		

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**Figure 8.1** Success Factors Checklist

<i>Success Factors</i>	✓
The teacher clearly understands the learning structure.	
The teacher has created a psychologically safe environment.	
The teacher has written expectations for how students should act, talk, and move while they perform the cooperative learning activity.	
Students have learned the expectations for how to act, talk, and move during the cooperative learning activity.	
Students have learned and use appropriate social skills to interact positively and effectively during the activity.	
The teacher has carefully considered the optimal makeup of each group of students.	
The teacher has given students sufficient time for each activity, without providing so much time that the learning loses intensity.	
Students have additional activities they can do if they finish their tasks before others in the class.	
The teacher has planned additional activities to use during the class if activities take less time than planned.	
The teacher has planned how to adjust the lesson plan if activities take more time than planned.	
The teacher uses an effective attention signal.	

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**Figure 8.3** Turn-to-Your-Neighbor Checklist

<i>Students know . . .</i>	✓
Who their learning partner will be before they start.	
What tasks, if any, they need to do before they turn to their neighbor.	
What tasks they need to do with their partner (for example, confirm their understanding, compare answers, share an opinion).	
The outcome they need to produce for the class (a written product, a comment to share with the class, thumbs up, and so forth) at the end of the conversation.	
How they should communicate with each other (in particular, how they should listen and talk).	

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**Figure 8.4** Think, Pair, Share Checklist

<i>Students know . . .</i>	✓
Who their learning partner will be before they start.	
Exactly what the thinking prompt is to which they are responding.	
How much time they will have to write their response.	
That they are to use all the time they are given to think and write about their response.	
The outcome they need to produce for the class (a written product, a comment to share with the class, thumbs up, and so forth) at the end of the conversation.	
How they should communicate with each other (in particular, how they should listen and talk).	

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**Figure 8.5** Jigsaw Checklist

<i>Students know . . .</i>	✓
What group they will be in for the first activity (perhaps by writing down the number for their group).	
What group they will be in for the second activity (again, perhaps by writing down the number for their group).	
How they are to work together to learn and summarize what they are learning.	
The product they need to create to share with the second group.	
Before moving to the second group, that what they have created has received their teacher's stamp of approval.	
How they should communicate with each other in both groups (in particular, how they should listen and talk).	
How they will record (usually take notes or fill out a learning sheet) what they learn from their fellow students in their second group.	

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**Figure 8.6** Value Line Checklist

<i>Students know . . .</i>	✓
What the question is that they are considering.	
How much time they have to consider the question.	
Where the numbers for the value line are located in the room.	
Why they are being asked to line up in a value line.	
When to move and how quickly.	
What to talk about and how loud to talk.	
What to do when they get to their spot on the number line.	

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**Figure 8.7** Round Table Checklist

<i>Students know . . .</i>	✓
Each question they are responding to.	
How much time they have to consider the question.	
Where they are to pass the paper.	
How they will sum up what they have learned or discovered.	
How they will share with the rest of the class what they have learned.	

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**Figure 9.1** Authentic Learning Checklist

<i>Authentic learning always involves . . .</i>	✓
A real-world issue.	
A real-world product.	
Real-world assessment.	
Real student engagement.	

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**Figure 9.2** Successful Authentic Learning Checklist

<i>In designing authentic learning . . .</i>	✓
Identify the purpose of the project.	
Mediate relationships with mentors and experts.	
Identify and divide tasks.	
Establish criteria for success.	
Identify a real audience.	
Teach necessary skills and knowledge.	

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**Figure 9.3** Project Criteria Checklist

<i>Is the project . . .</i>	✓
Relevant?	
Interesting?	
Meaningful?	

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**Figure 12.3** Engagement Form

DATE:

INSTRUCTIONS:

Each time you hear the bell, please rate how engaging the learning activity is in which you are involved. You are only to rate whether or not the learning activity is engaging for you.

noncompliant			compliant			engaged
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

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**Figure 13.4** Act, Talk, Move

ATM for _____
Act: _____
_____
_____
Talk: _____
_____
_____
Move: _____
_____
_____

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**Figure 14.1** Increasing Positive Interactions

- Commit to saying hello to every student as he or she enters the classroom (put special emphasis on kids with whom you may have had a recent negative interaction).
- Seek out positive (appropriate) interactions that are not contingent on behavior.
- Find the little things that make kids tick (activity, team, interest, etc.) and talk about them with them.
- Catch the good behavior by drawing attention to it (thanking students, commenting, etc.).
- Focus praise or attention on effort rather than attributes (talk about a student's hard work rather than a student's intelligence).
- Pay attention to academic and behavioral opportunities for praise.
- Post reminders to praise (sticky note to yourself on the Elmo; poster in the class, on your lesson plans).
- Set specific praise goals (today every student who gets the book out will be praised).
- Set goals based on irrelevant prompts (every time a teacher enters my room, I'll praise three kids).
- Double up on praise by naming all students who are doing something appropriate (Michelle, Lea, Susan, and Jenny, thanks for getting your book out so quickly).
- Vary methods of praise.
- Call (or email) the parents of children who are doing well.
- Send home postcards to parents to praise kids.
- Prominently display student work in the classroom.
- Ignore minor misbehavior if the behavior is attention seeking.

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**Figure 14.2** Ratio of Interaction

<i>Reinforcing</i>	<i>Correcting</i>

When you are gathering ratio-of-interaction data, you are observing how often teachers reinforce students for appropriate behavior and how often teachers correct students for inappropriate behavior. As a general rule, we suggest that teachers pay five times as much attention to appropriate behavior as they do to inappropriate behavior.

Ratio of interaction is not a measure of a teacher's niceness. Rather, it is a measure of how a teacher directs her attention. Indeed, even if a teacher speaks very positively while attending to a student who is acting inappropriately, that teacher's action must still be recorded as a correction because the student is getting attention because the student is acting in ways counter-productive to learning.

### **What It Looks Like**

Attention to appropriate behavior can be expressed verbally or nonverbally and can be directed to an entire class or an individual student. Teachers' verbal attention to students is usually perceived with a teacher calling attention to what is going well.

Some examples of **verbal** positive attention include the following:

- "Your effort on this assignment really paid off."
- "The way you're paying attention is going to help you learn."
- "This is what I'm talking about, class; this is the way a great team learns together."
- "Thank you for getting ready so quickly."
- "Keep it up. This is the way winners behave."

Some examples of **nonverbal** positive attention include the following:

- Thumbs up
- Nodding yes
- Smiling in the direction of someone receiving your attention
- High-fiving a student

Some examples of **verbal** negative attention include the following:

- "You need to get working."
- "What are you supposed to be doing now?"
- "John, that's not acceptable."
- "In this class, we raise our hands before talking."
- "Eyes up here."

Some examples of **nonverbal** negative attention include the following:

- Moving over to be close to a student who is off task (proximity control)
- Staring at a student until they stop the inappropriate behavior (the evil eye)
- Frowning at a student
- Taking a student's book out and pointing to the task the student should be doing

**Order**

	1	2	3	4	5
Good lighting (natural, soft)					
Comfortable and inviting (temperature, furniture)					
Everything has its own place					
Expectations/norms/targets posted					

**Cleanliness**

	1	2	3	4	5
Clutter-free					
Smells nice					
Clean floor/carpets					
Clean desks/furniture					

**Signs of Life**

	1	2	3	4	5
Colorful walls/posters/photos					
Student work displays					
Print-rich environment					
Personality of students/teacher reflected					
Plants/flowers/class pets					
Class library					

**Layout/Accessibility**

	1	2	3	4	5
Easy to move around					
Students can easily access books, materials, supplies					
Easy-to-do teamwork					
Age-appropriate furniture/materials					

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### **Who Am I? Questions**

1. Which way do you learn best?
2. What is your favorite subject?
3. What is your least favorite subject?
4. What hobbies are you interested in?
5. What do you like best about school?
6. What do you like least about school?
7. What do you like to do after school?
8. Tell me something about your family.
9. What would be your ideal day?
10. Who do you live with?
11. When is your birthday?
12. Tell me about your friends.
13. What do you do after dinner?
14. What is your goal this year?
15. What do you think you are good at?
16. What is your favorite place to go with the family?
17. Do you like to read?
18. Who helps you with your homework?
19. What are you afraid of?
20. What is your favorite game?
21. What is your favorite thing to read?
22. Do you like sports? What is your favorite?
23. What type of technology do you use at home?
24. What are your three favorite things?
25. How would you like to receive feedback from me?
26. What is your favorite cartoon?
27. What is your favorite food?
28. If you were allowed to choose a place to go after school today, where would you go?
29. When do you usually go to sleep Sunday through Thursday?
30. How do you concentrate best? Sitting in a group, standing at a desk, or another way?
31. How would you best explain a word or concept? On a computer, drawing, writing, or talking?
32. How many brothers/sisters do you have?
33. Who lives in your home?
34. Who is your favorite character from a book or movie?
35. Who do you admire?

*(Continued)*



(Continued)

36. Who do you trust?
37. Do you belong to any clubs or groups?
38. Describe a perfect teacher.
39. Name the important people in your life.
40. What are three things you want to tell me about yourself?
41. How can we make our classroom a comfortable place to learn?

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### **Who Am I? Questions**

1. What do you want me to know about you?
2. What do you want to know about me?
3. What is your favorite subject?
4. How do you learn best?
5. Who do you live with?
6. Who do you admire and why?
7. How do you spend your free time?
8. What extracurricular activity interests you?
9. If you have time to read, what kind of book do you choose?
10. Do you have an afterschool or weekend job? Did you have a summer job?
11. Where do you see yourself in ten years?

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### **Who Am I? Questions**

1. Tell me about your family.
2. Who do you look up to?
3. Who is your role model?
4. What are your strengths?
5. What do you struggle with?
6. How do you want this year different from last year?
7. What are your activities?
8. What are your study habits?
9. What are your interests?
10. When do you feel successful?
11. What are you proud of?
12. What are your reading habits?
13. What books do you like to read?
14. How do you know when a skill has been mastered?
15. Describe a typical day in your life.
16. Explain your goals for the future.

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